

# Wroxall Primary School



Learning Together

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## EARLY YEARS FOUNDATION STAGE POLICY

October 2019

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Signed

Headteacher

Date:

9/10/2019

Signed

Chair of Governors

Date:

9/10/2019

Review date: October 2020

## 1. Introduction

At Wroxall School we wish to provide 'CARE: Challenge, Achieve, Respect and Enjoy' and we recognise the unique requirements of children in the Early Years Foundation Stage (EYFS) from birth to the end of the Reception Year. *The Statutory Framework for the Early Years Foundation Stage* (DfE 2014) states;

**'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up'**

Practice in the EYFS is shaped by four guiding principles:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **children develop and learn in different ways and at different rates.** This policy covers the education and care of all children in early years provision, including children with special educational needs and disabilities

## 2. A Unique Child

At Wroxall Primary School we recognise that every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Staff members take a holistic view of each child and consider this when planning opportunities for every child to achieve their best.

**Children with SEND in the EYFS** - Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SENCO is called upon for further information and advice. Please read this policy alongside the *SEND Policy*.

**Inclusion in the EYFS** – The EYFS is inclusive of the individual child. By using a Focus Child Approach, staff ensure that each child receives relevant, realistic and challenging experiences that support and meet their needs.

## 3. Positive Relationships

All children are allocated a key person during their time in reception and the pre-school room and specific time is planned in these groups daily. Developing a positive relationship and secure attachment with their key person enables our children to feel safe, and have their emotional needs supported. We recognise parents are the child's first and foremost educators and we work to develop strong links with them. We do this by;

- Inviting parents/carers to bring children to Stay and Play sessions in the school both prior to and during the pre-school years and Reception Year
- Meeting with parents each Term to share information
- Holding information evenings to share expectations and ways for parents to support their child at home
- Providing an end of year report
- Holding an open door policy
- Sharing children's learning through an online learning journal and valuing and encouraging parental contributions to these

**Home Visits** - We conduct home visits to introduce pupils to our staff and, in partnership with parents and carers, ensure the best outcome for each individual child.

#### Staff Responsibilities

- Staff members will always attend homes in pairs where possible.
- Staff members will notify their line manager of any home visit that is taking place.
- Any staff member entering a child's home will make a detailed record of what is discussed and will adhere to any and all agreed risk management strategies.
- No visits will be undertaken outside of agreed working arrangements, this includes social visits.
- Any staff member undertaking a home visit will have access to a mobile phone and an emergency contact such as their line manager.
- If a smoke-free environment cannot be provided, a risk assessment must be completed prior to the visit.
- Where safeguarding concerns are raised during a home visit, the member of staff is required to report it.

#### Parental/carer responsibilities

- If circumstances mean that you will not be available during the agreed time of the visit, please contact the school at least 2 hours before the scheduled visit to avoid unnecessary travel.
- If you are a smoking household please do not smoke for 1 hour prior to or during the scheduled visit.
- If you are unable to provide a non-smoking environment, please let us know at least 24 hours before the visit so an appropriate risk assessment can be completed.
- Please do not drink alcohol on the day, prior to the visit or during the visit.
- If a member of staff suspects that you are intoxicated, either by alcohol or drugs, they will be required to report it to a manager.

#### **4. Enabling Environments**

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas with planned continuous provision. An element of risk is provided through equipment such as wooden planks and crates which enable children to make their own risk assessment under the supervision of staff. Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's online learning journals (Tapestry) and Focus Child Sheets as well as annotated class planning. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

#### **5. Learning and Development**

The EYFS Curriculum (*Statutory Framework for the Early Years Foundation Stage* DfE 2014) provides a structure of learning opportunities through which we develop the different aspects of early education. Children first need a solid foundation in the Prime Areas in order to make progress in the Specific Areas.

##### **The Prime Areas:**

1. Personal, Social and Emotional Development (PSED)
2. Communication and Language (C&L)
3. Physical Development (PD)

##### **The Specific Areas:**

4. Literacy (L)
5. Mathematics (M)
6. Understanding the Word (UW)
7. Expressive Arts and Design (EAD)

Wroxall's Early Years Foundation Stage reflects the school Teaching, Learning and Assessment Policy and shares the understanding that effective learning takes place when highly effective practices are evident. We recognise the EYFS *Characteristics of Effective Learning* as key in children fulfilling their potential and plan provision and experiences to help children develop them;

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Our children meet learning opportunities within a happy, secure and interesting environment through practical activity, enquiry and purposeful play, with consolidation through practice, talk and reflection.

Our skilled staff observe and interact with the children in their play and find sensitive and effective ways to extend opportunities for individuals. This may be through modelling, adding resources, questioning and conversation with a child about their activity. Staff observe, assess and plan for children in the moment. This helps to ensure children are enthused and engaged and interactions are of a high quality. Sometimes children may benefit from adult led or direct teaching and sometimes they may need to be independent in making next steps.

Key Persons, overseen by the teacher/pre-school manager, will ensure each child is assessed and given opportunities to make progress in all areas of their learning and development, working towards achieving or exceeding the seventeen Early Learning Goals (ELGs) by the end of the Reception Year. Once a Term each child is a 'Focus Child'. Staff consider their progress, recording teaching and learning for the individual and planning next steps. Alongside this, staff work with individuals and groups to observe and extend as meaningful and spontaneous opportunities occur. Observations and assessments of children's learning and experiences are recorded in their online learning journeys.

Staff assess children against the typical development descriptors in *Early Years Outcomes* (DfE 2013). On entry to the Reception Class staff make a baseline assessment for each child through analysing information shared from parents and previous settings and observations of each child. A summative assessment is made each term to track the progress of individuals and groups. At the end of the Reception Year the teacher and Key Persons assess each child as emerging, expected or exceeding each of the seventeen ELGs and share this information with the Year One Teacher and parents as well as a description of the child's demonstration of the *Characteristics of Effective Learning*. A child is considered ready to meet the expectations of Year One if they are 'expected' for the Prime Area ELGs plus Literacy and Mathematics.

The EYFS teacher works alongside Key Stage One staff to ensure the children are prepared for Year One by gradually introducing more adult led and formal style learning throughout the year and the ensuring the Year One environment and opportunities will meet the unique needs of each individual at the point of transition. Sometimes this may require the Year One teacher to continue to assess children using the EYFS curriculum until they are ready to meet the National Curriculum age related expectations. This policy may be read alongside the school *Transition Policy*.

## **6. Monitoring this policy**

This policy will be monitored and evaluated by the Senior Management Team along with the Governing Body. This policy is to be read in conjunction with and with due regard to the school's Equal Opportunities, Race Equality, SEND, Transition and Teaching, Learning and Assessment policies.

